



Rebuild Iowa Task Force Education Meeting Notes

**July 29, 2008 — 9:00 a.m. to 3:00 p.m.
Des Moines Area Community College (DMACC)
Ankeny Campus – Building 7 (Conference Building) – Oak Room**

Task Force Members Present:

Representative Royd Chambers, Iowa General Assembly, Sheldon
Mary Chapman, Des Moines Area Community College, Des Moines
Michael Cormack, Cumberland-Anita-Massena Schools, Massena
Dale Crozier, MFL Mar Mac Schools, Monona
Jim Fausett, Mayor of Coralville, Coralville
Ron Fielder, Grant Wood AEA, Cedar Rapids
Keith Greiner, Iowa College Student Aid Commission, Des Moines
Samuel Harding, Scranton Community Schools, Jefferson
Lori Heying, Mount Mercy College, Cedar Rapids
Beth Ingram, The University of Iowa, Iowa City
John Laverty, The University of Iowa and Cedar Rapids School Board, Cedar Rapids
William Lawrence, American Institute of Architects, West Des Moines
Representative Mary Mascher, Iowa General Assembly, Iowa City
Lisa McGrath, Tanager Place, Cedar Rapids
Gregory Nichols, Iowa Student Loan and Iowa State University
Patrice Sayre, Iowa Board of Regents, Urbandale
Susan Spivey, Kaplan, Cedar Rapids
Jere Vyverberg, Waverly Shell Rock Community Schools, Waverly
Bev Wharton, Briar Cliff University, Sioux City

Resource Group Members Present:

Chris Bern, Iowa State Education Association, Des Moines
Susan Craig, Iowa City Public Library, Iowa City
Tracy Doherty Miller, Chariton Valley Council of Governments, Centerville
Mary Lou Erlacher, Workplace Learning Connection, Cedar Rapids
David Fila, Federal Emergency Management Agency (FEMA), Urbandale
Mary Gannon, Iowa Association of School Boards, Des Moines
Sheila Hansen, Child and Family Policy Center, Des Moines
Mitchell Hayek, Iowa State University Student Government, Ames
Melissa Jensen, Kirkwood Community College, Cedar Rapids
Kathleen Jepson, Iowa City Community Schools, Coralville
Robert Jester, Jester Insurance Services, West Des Moines
Gregory Kenning, Wapello County Board of Supervisors, Ottumwa
Lori Morrissey, Story County Emergency Management, Slater
Allen Ricks, County Extension, Hudson
Keith Ryan, City of Bondurant, Bondurant
Larry Sigel, Iowa Association of School Boards, Ankeny
David Unick, Sinclair Architects, Des Moines
Dick VaneKieft, Cedar Falls Community School District, Cedar Falls

Vincent Ward, DLR Group, Des Moines
Clifford Weldon, MIDAS Council of Governments, Fort Dodge
Erick Wynn, Federal Emergency Management Agency, Urbandale

Speakers:

Jeff Berger, Iowa Department of Education
Max Christiansen, Iowa Department of Education
Bob Donley, Iowa Board of Regents
David Fila and Jaims Johnson, Federal Emergency Management Agency
Kent Farver, Iowa Department of Education
Keith Greiner, College Student Aid Commission
Carol Greta, Iowa Department of Education
Bob Jester, Jester Insurance Services

Observers:

Devin Boerm, House Democratic Caucus Staff, Des Moines
Bill Bryant, Rebuild Iowa Office, Urbandale
Melissa Crane, Federal Emergency Management Agency, Urbandale
Bridget Godes, Senate Democratic Caucus Staff, Des Moines
Jamie Gyolai, Army Corps of Engineers, Knoxville
Kathleen Hanlon, Legislative Services Agency, Des Moines
Tom Hobsen, Rockwell Collins, Cedar Rapids
Staci Hupp, Des Moines Register, Des Moines
Robin Madison, Legislative Services Agency-Fiscal, Des Moines
Ann McCarthy, House Republican Caucus Staff, Des Moines
Laura Riordan, Rebuild Iowa Office, Urbandale

Staff:

Gary Schwartz, Iowa Department of Education
Brooke Findley, SPPG
Arlinda McKeen, SPPG
Jon Rosmann, SPPG

Welcome and Introductions

Co-Chair Bev Wharton, President of Briar Cliff University, and Co-Chair Jim Fausett, Mayor of Coralville, welcomed the attendees to the Task Force meeting at 9:00 am. Wharton noted the full agenda for the day and spoke about the need to stay on schedule while achieving the outlined objectives for the day. They took time to thank the group for replying to the Governor and Lt. Governor's request for service. Wharton spoke about the Rebuild Iowa Commission and their role in chairing Task Forces as well as serving as Commissioners. Wharton asked attendees to introduce themselves. Fausett introduced the Task Force, Resource Group, and Presenter seating. Wharton noted that there will be no formal breaks and that lunch would be served in the room for Task Force members, and the group may have a working lunch if needed.

Charge to the Task Force and Overview of the Day

Wharton introduced the charge to the Task Force: assisting the Rebuild Iowa Advisory Commission in their work. Fausett outlined the report and recommendations that would be produced out of the work of the Task Force that is due from the Commission by September 2nd. Wharton also noted that the report from the Task Force is due on August 18th. She added that

the work of today would be to obtain as much information as possible to identify gaps and receive ideas for rebuilding Iowa. She also mentioned that this would be one of the only opportunities to gather this type of information for the report.

Schwartz added that Paul McKinley and Becky Schmitz, state senators, are members of the Task Force but not able to attend this meeting.

Planning for the Day

McKeen thanked the group for their participation and contributions of expertise. She sent around clipboards asking the Task Force and Resource Group to check contact information and make changes as necessary. Observers were also asked to sign in on a separate clipboard so that the Rebuild Iowa Office may keep in touch with those that are interested.

McKeen noted the importance of the Task Force in assisting Iowans. She added that the incidents of the summer of 2008 have dealt Iowa a “backhanded opportunity” to not only recover, but put things back better than they were before. First, the group will hear from those experts that work on these issues every day. Then the Task Force will come back together to make decisions as outlined in the Governor’s Executive Order 7. The group will need to identify issues, priorities, gaps, and make recommendations using best practices. She noted that today’s meeting is all about what Iowa can do to meet needs, fill gaps, and make things better. It will be important not to get caught up in trying to fit ideas into how FEMA rules can apply; this report will include recommendations for the state to best meet the needs identified. She asked the group members to be concise, and cognizant of time. She explained that SPPG will work with Schwartz and the Co-Chairs to write a report based on the information shared. A draft will be shared with the Task Force and the group will most likely have only 48 hours to turn their comments on the draft around. She noted that this report is preliminary, a first blush at the priorities. It may be possible for the group to meet again in the future, but details of how the Task Force will work beyond the 45-day report are developing.

Wharton thanked McKeen and introduced presenters. She noted that the decision had been made to hold all questions on all presentations to the end.

Presentation of Information

Disaster Survey for K-12 facilities and AEAs – Jeff Berger, Iowa Department of Education (DE)

Jeff Berger from the Iowa Department of Education introduced himself and expressed Director Jeffrey’s regrets for not being present; she is out of the state at this time. Berger noted that the information that he is sharing today are the best estimates that the Department of Education has at this time, and asked the group to recognize the tentative nature of the information shared. Much of the information presented was gathered through a survey of school districts and was self-reported by districts and Area Education Agencies (AEAs).

He reviewed his handout summarizing the Department of Education’s available resources for responding to the disasters. He noted that the Department of Education is responsible for coordination, flow of information, and facilitation. The real work will be done by the school districts on the ground, since schools are heavily locally controlled in Iowa.

He noted that school districts often participated in sharing stockpiled commodities for relief, which was facilitated by the Department of Education, as well as replenishing their stocks as allowed. Berger also mentioned that the DE took care to make allowances for deadlines for any

affected district. Berger also relayed information using maps. He took time to explain that affected school districts were excellent about reporting information in a timely and complete manner. Information regarding non-public schools, community colleges, and Area Education Agencies were also included in the report. He also noted that building level data is available from the Department. Maps shared related the number of school districts reporting damage, type of damage, displaced students, overall damage and expenses. Highlights include:

- 73 public school districts affected, \$36.2 million in damage, an additional \$30 million estimated for Cedar Rapids, with a total \$62 million in estimated public district damages and expenses.
- 6 non-public facilities and 2 systems affected, \$1.7 million in non-public damages and expenses.
- 2 AEAs affected, \$7.5 million in damages and expenses.
- 5 Community Colleges affected, \$2 million in damages and expenses.

The extent of insurance coverage and what will be covered by replacement value is unknown at this time as many districts are still working through the process with their insurance carriers.

Cedar Rapids estimates \$30 million for K-12 infrastructure damages and expenses known at this time. The group discussed whether there are property tax implications for some of these issues. Local property tax could possibly increase, as that is a mechanism in place to recoup lost dollars.

Impact on Community Colleges – Kent Faver, DE

Kent Farver took the floor to discuss impacts on Community Colleges. There are 15 community colleges in the state of Iowa. Of those fifteen, 5 reported storm-related or water-related damage. An estimated breakdown is included in the Department of Education PowerPoint presentation. North Iowa Area Community College in Mason City, Eastern Iowa Community College campuses, Southwest Iowa Community College in Creston, and Indian Hills Community College in Ottumwa all reported damage. Actual specific damage estimate reports for Kirkwood Community College are also included in the PowerPoint. Indian Hills Community College and Kirkwood were actively involved with housing the National Guard assisting with recovery efforts.

Berger explained information from districts on how many students were displaced. Cedar Rapids alone reported 11%, about 1,800 students. Schools that have an opportunity to stay and rebuild are generally choosing to do so.

Impact on School Transportation System – Max Christensen, DE

Berger introduced Max Christensen to present information on the impact of procedures and operational policy that the DE has put into practice. To address transportation issues, the Department of Education is discouraging open enrollment, in which families are supposed to make their own transportation arrangements. Seven districts reported damage or loss to transportation infrastructure. Bus rides for elementary students is currently limited to 60 minutes and secondary students are limited to 75 minutes. Recognizing that loss of district transportation capacity will likely mean there will be more time needed for bus routes to transport students. Waivers may be required for districts to allow students to spend more time on buses and also may to travel through other districts in transporting those students.

Impact of Displaced Students and Families – Carol Greta

Berger introduced Carol Greta, legal counsel for the Iowa Department of Education. She noted that the Department of Education has issued guidance to districts regarding how to handle displaced students, knowing that the more transitions students make, the more difficulties they have. The Department has asked districts to try to make it possible for students not to have to change schools. Families that are displaced can fill out a form indicating that they are planning on coming back to their district of origin. The Department is also discouraging the use of open enrollment because the dollars are not 100% reimbursable to the school that is serving those children. Once the district's administration is satisfied that a family is coming back, they should keep those students on their certified enrollment count. The district of origin will pay a per diem to the school that serves that student for the time the student is attending that district. Wherever the parent wants that child to be educated, the Department of Education will work to make that happen.

Eligibility for sports is a big issue for high school parents. A form has been created for districts to complete for the state sports organizations to know from what district a student will be competing. The students will be held harmless, both in new district and district of origin. Fine arts, speech, and music do not have eligibility requirements so no changes are needed in those activities.

Berger noted that the Department of Education is working to eliminate as many barriers as possible for students, trying not to create many new formal processes, realizing that many situations will be resolved in less than one year in length and that districts are working cooperatively among themselves. In all conversations, flexibility has been the biggest consideration.

Berger noted that in relation to statutory barriers that the Department of Education cannot get around, there may need to be assistance from Legislature. Whenever possible, the Department would like to use waiver processes. Berger also brought the group's attention to the second handout regarding the four-year old preschool program. He noted that the Department is trying to be very flexible and the enrollment may need to be updated after the session starts in the fall, as many students' locations are unknown at this time. In all of these cases, narrative has been included in the handout to assist the Task Force in understanding the scope of damage.

FEMA Response to Educational Institutions – Eric Wynn and David Fila, FEMA

Wharton introduced David Fila and Eric Wynn to provide information on FEMA's response and capabilities to support education in Iowa. Wynn introduced himself. He is working in the Linn County Area and is concentrated on the K-12 FEMA response. He reported that currently 32 school districts have asked for assistance from FEMA, with an estimated \$53 million in damages so far, with five school districts reporting significant damage. FEMA currently has three temporary facility operations underway. One is in Cedar Rapids, an administration facility made up of 35 trailers being handled by the Army Corps of Engineers. Waverly Schools has leased a retail facility, and Aplington-Parkersburg has a couple of mobile units and a temporary gym. Rebuilding time will be at least one year. When events happen like this, there is a limited number of construction companies available. There can be a delay in receiving contracts and in finding appropriate companies to do the work.

The Task Force noted that the Department of Education is reporting a much higher number of damaged districts than FEMA is aware. Wynn noted that this disconnect needs to be addressed. He also discussed that there is opportunity here. As FEMA is working, a lot of schools are older, contain asbestos, and are not up to code. FEMA can assist in improving these schools, replacing with new and better construction. Also, FEMA uses mitigation money to

put items into place to make a disaster like this less likely. He noted that FEMA staff are the “backseat guys.” Residents need to take the lead and ask FEMA, because FEMA will not be able to look for items to fund. He also shared that FEMA will be in the state for at least one year, and encouraged the Task Force to keep pushing priorities through, as FEMA will vet issues continually.

David Fila introduced himself and presented known damage to colleges and universities. FEMA has only six applicants. Others are pending, and are still putting damage lists together. Requests for public assistance through FEMA must be put in the system through the state. Primarily, The University of Iowa has sustained most of the known damage and is taking a very aggressive role. Coe College, Southwest Iowa Community College, Kirkwood Community College, Iowa State University (still continuing to put damage list together), and North Iowa Area Community College also sustained damage. FEMA is currently working on an eligibility review for a few colleges. The incident period started back at May 27 and is still ongoing. He asked the group to encourage public institutions that have incurred damage to submit to FEMA and the state. The University of Iowa does not expect to have any displaced students who required on-campus housing. Fila echoed Wynn’s comments about rebuilding timelines due to contractor issues.

Educational Institutions Insurance Claims and Issues – Bob Jester, Jester Insurance

Wharton introduced Bob Jester from Jester Insurance. He mentioned that, from the insurance standpoint, tornado and wind damage are covered by traditional insurance. The limit is \$1 million to cover transportation, temporary rent, or whatever needs to keep the district up and running. Aplington-Parkersburg has already received \$2 million. Their building will need to be totally rebuilt, with limited salvage to contents. Insurance does not provide coverage for lawn and fields. Water claims are separated between sewer backup and flooding. Many schools have damages that are severe backup claims and are not in the flood zone. When sewers became too full, combined sanitary and storm sewers exacerbated this issue. The insurance offered through the Iowa Association of School Boards (IASB) provides \$100,000 in coverage for any one occurrence. Some schools actually had two or three occurrences. There are a few schools that actually bought federal flood insurance. Most schools cannot afford private flood insurance. Des Moines Community Schools wrote federal flood insurance for the same amount that was received by FEMA after the 1993 flood. Exceptions include that vehicles are covered by insurance. Schools can buy replacement cost insurance for vehicles, though most other organizations cannot. Insurance limits for buildings is \$500,000, which would not even begin to cover the damage to the Cedar Rapids buildings.

Impact on Regents Institutions – Patrice Sayre, Iowa Board of Regents and Beth Ingram, The University of Iowa

Patrice Sayre from the Board of Regents offered a report regarding the impact of the disasters on the Regents Institutions and outlined their needs. The University of Iowa received the most damage, with 20 buildings and utilities affected. The Regents estimate \$232 million in damage to The University of Iowa. Iowa State University sustained limited flooding in late May with much damage still not fully assessed. The University of Northern Iowa officially closed for one day and has housed many evacuees. Many students may be affected as they may not be able to come back and financial aid packages will need to be adjusted. Enrollment numbers are not shown to have been affected yet. The Iowa Braille School at Vinton was affected, and many students had to be sent home during the incident. Iowa State University and the University of Northern Iowa have been able to assist in recovery efforts. ISU Extension has been extremely involved.

Ingram gave an update on The University of Iowa. Twenty buildings on campus received significant damage, the Arts Campus will not reopen this year. Administration has been working to find space to accommodate those specialized needs. The local school district will also be providing space. The University is working on housing and transportation needs for those classes. Two large classroom buildings that were home to 450 classes will be closed for the fall semester. Now the University has moved into second priority room usage requests. Iowa Memorial Union is not operating, with a possible opening in Mid-October. Many events that were already scheduled have been moved. Mayflower Residence Hall will be open this fall and houses 20% of on-campus residents.

The campus basically shut down for one week, with transportation and utilities issues. Many students were in the second week of classes in summer session; classes were cancelled that week. Students were given the option to rescind with no penalty, but most stayed. Deadlines were extended to accommodate students. New student orientations were affected with two sessions cancelled. Those were rescheduled, and the University is reporting that only two students are not coming to campus in the fall due to the flood. A priority for the University is to ensure students have no barriers from the flooding that stand in the way of their progress toward a degree.

Going forward, an Executive Committee is meeting daily to respond, a post-flood planning group is meeting weekly to plan for recovery efforts and accommodation. Next challenges include Commencement Ceremonies. Many of the elements of a pandemic flu process were used during the incident, which enabled high-quality communication and decision-making.

Wharton noted the importance for the Task Force to recognize that no numbers heard at today's meeting are final, and asked all presenters to keep the Task Force apprised regarding changing numbers.

Economic Impact on College Student Aid System – Keith Greiner, Iowa College Student Aid Commission

Keith Greiner explained that the College Student Aid Commission has four Task Forces that have been working to identify impact and are translating that into the needs of students. This is still ongoing, and two surveys are in process at this time. Financial Aid Administrators developed the surveys that recognize four indicators of change: numbers of applications, numbers of registrations, numbers of financial aid applications, and financial aid awards. A comparison will be made between figures as they stand now and as they were a year ago. Other issues that confound the picture that will be presented by the survey include the general economic picture and gas prices. When there are hard times economically, people go to college. On the other hand, high gas prices are affecting attendance, moving it downward. The flood may negatively affect attendance, too. The second survey will be an enrollment comparison by county. The community colleges are midway through the process identifying how many people are enrolled at the official enrollment date (mid- September) last year and this year. Greiner shared early estimate information received from the Iowa Department of Human Services regarding applications for assistance in the age group 18-21. Of those surveyed, 2,053 indicated that they needed assistance. Eighty-four percent generally indicated that they are going to college and a factor of \$1,000 (Pell Grant amount) was multiplied as an indicator of cost for educating these affected students.

Findley outlined the document "Impact of Severe Weather on Child Care," provided by Jeff Anderson at the Iowa Department of Human Services. It reports an impact on child care centers, child care homes, licensed preschool, and Head Start programs. The Iowa Department

of Human Services continues to work with partners and other agencies to address issues and create a flexible environment for child care providers in affected areas.

The Chairs invited the Task Force and Resource Group to comment and ask questions about the presentations.

The group commented that library damages are a part of education, and the Task Force will be interested in information on those damages. Also, the Task Force would be very interested in how much (in numbers) of the damage on how much is covered by insurance and FEMA, and how much is left uncovered and may be considered for funding by the state.

Wynn noted that each disaster is different in every instance. FEMA is a last-resort funder. Where an issue could be is if the insurance companies would have trouble paying due to bankruptcy or other issues. The state and local agencies are tasked with paying 15%. In a category B, it is 90% and 10%. For every school FEMA goes to, a grant will be written, and each topic of need becomes a separate grant. On libraries, they are not generally eligible for relocation. It will still be documented by FEMA, and if the laws change, they may be covered. That is why it is critical to capture everything.

The group discussed that the Board of Regents has been told that there is a gap of \$30-60 million not covered. Jestor noted that the flood insurance would not cover indirect costs. Members discussed that the Cedar Rapids public library was the largest public facility affected and had to relocate to a temporary facility. There is no public internet access, which is a big issue for those displaced. The public libraries in Elkader and New Hartford are very damaged. Berger explained that federal E-Rate dollars can be used to replace technology infrastructure costs.

The Task Force discussed the situation where there was a bus barn in a floodplain and movable vehicles that were not moved. This type of issue should not happen again. Jestor noted that replacement cost is typically three times actual value of insurable items.

Task Force members noted that it seems like the extra cost in premium is a minimal cost and that a recommendation may be a mandate of replacement coverage. Also, with the statewide sales tax, many of the schools have extra money in their infrastructure budget. Every district should also be encouraged not to have their district's bus barn in a floodplain and should have an active plan on what to do in an emergency if they are unable to move it. That is \$1 million that taxpayers will have to assist with that now will not be directly going into education.

Members asked FEMA representatives if there is a timeline for applications. Wynn noted that the window on the disaster has not been closed, and agencies are still allowed to apply for new issues. Normally, applications need to be received within 60 days after the window has been closed. For comparison, in 1993, the window for applications stayed open for six months.

Members asked if the Cedar Rapids district had insurance coverage. Jestor responded that they did not have federal flood insurance. It was also noted that the affected buildings were not in the 100-year floodplain.

Members asked if any technology services would be affected by the utilities being down at The University of Iowa. Sayre noted that generators are functioning for this until utilities are repaired. Utilities are being rerouted based on priorities for labs and the hospital with second priority given to administrative offices due to the expensive generator energy required to supplement the weak system.

Fausett recognized that the numbers shared will not be as important to the report as what the state can do to make Iowa better for the future.

The group discussed the importance of educating low income families.

Morrissey asked whether the community school districts and community colleges are a part of their local hazard mitigation plans? And if so, is that a requirement for federal support from FEMA?

Wynn mentioned that school relief does not require a hazard mitigation plan, but that mitigation strategies will be a part of the grant proposals, and that 15% of public assistance programming needs to be spent on mitigation. The group discussed that the best thing to do is to get these institutions out of the floodplain, and hazard mitigation is a prime component of future planning. Jamie Gyolai from the Army Corps of Engineers spoke about the importance of educating the public about floodplain management. Iowa is the most-changed landscape in the nation and with that comes changes in expectations about incidents. Since 1993, there have been 22 disaster declarations in Iowa and many have been in Bremer County and most involved water. McKeen noted that the Task Force should keep in mind that FEMA is not the only option for relief, and that the Task Force should keep all types of relief in mind when having these discussions.

The group discussed the necessity of having the Department of Education recommend how to manage future expenditures and certified enrollment numbers for future years, recognizing that these figures are put into place one year in advance. Greta answered that the DE has had some early discussions about this issue, and there have been some discussions about SBRC providing money, rather than simply authority to raise money.

Members commented that Superintendents around the Cedar Rapids area have met on working to keep families connected to the Cedar Rapids area.

The group requested a report regarding the numbers of buildings that are not going to be rebuilt or be rebuilt elsewhere statewide.

The group asked Jestor to comment on EMCs ability to be solvent and should the school districts prepare for a spike in premium. Jestor noted that EMC will be solvent. This due to many factors, including reinsurance worldwide.

The group discussed the number of people displaced from their homes, and a need to think about people who have lost their jobs. Many have not seen the flight out just yet, and commented on the need to use caution when considering that effect on school district enrollment.

Members asked for comments on potential loss of property tax revenues. The group discussed that there is not much historical information about this. The State Budget Review Committee does not provide historical documentation on impact or how this might be addressed. AEAs are in somewhat of a unique situation as there are no adequate mechanisms for funding cleanup and addressing facility needs.

Property valuation impacts and the long-term impact on valuation for property tax and how that will affect the school were vetted. The group recognized that this should be an important note in the report, recognizing that if valuations go down and the kids do not go away, finances will suffer. Schwartz underscored that the school finance formula is heavily dependent on numbers

of pupils and property tax and recognized the importance of having a tax base to support public schools.

Wynn noted that FEMA is not in the business of telling people what to do and that people and organizations are able to do whatever they want. Schools and businesses in the 100-year floodplain that are severely damaged will only receive funding once. Given that reality, those districts might consider relocation of those facilities, as FEMA may suggest to them.

Several Task Force members expressed interest in schools having access to economic experts to make future decisions dealing with these issues. Sigel offered to run numbers on this, noting that the most important indicator is valuations.

It was agreed that, perhaps, for immediate and long term, it would be a good idea to have the schools put a panel together to have an opportunity to plan for drop in valuations without experiencing that sharp decline in funds.

It was noted that an emergency preparedness plan would be quite helpful, and had students been in session at the time of the incident, the logistics of serving students would have been much different. Schwartz noted that many school districts have emergency plans, but may not have one for every type of incident. Greta noted the importance that these plans remaining exempt from the open meetings requirement due to the vulnerability of the population, if that does become a recommendation. Schwartz added that there was a manual distributed to all school districts to assist with preparedness planning in 2001, and that FEMA and many agencies have templates to assist with planning. Many districts are served by their Council of Governments in writing and maintaining emergency plans.

There was discussion that FEMA figures are a work in progress, and that it is important to keep in mind that at this point that different reports will have information reported in different ways and for different, often program-specific, purposes.

Schwartz asked for reports from organizations.

American Institute of Architects Iowa reported that the organization dedicated discussion during last month's board meeting to flood recovery efforts and opportunities for collaboration. He reported that the AIA has passed a resolution to collaborate and is investigating opportunities to provide training to assessment teams and look at other aspects of disaster recovery.

Many noted one problem specific to this flooding event. In 1993, communities took cautionary measures to prevent flooding in the future. Some of those measures caused flooding in new areas or areas downstream. Higher levees will not protect everyone, and that one change can cause more problems. McKeen noted that one of the other Task Forces will recognize the specific issues of floodplain management and hazard mitigation will be discussed. Wharton recognized that the floodplain management issues will be deferred to the other Task Force.

The group asked how the federally-budgeted dollars are divided among affected entities. Wynn noted that an original estimate has already been determined and is being presented to Congress. He also recognized that he had never seen a disaster go unfunded, and encouraged the group not to worry about that.

Fausett noted that the Education Task Force will make comments, but the details regarding floodplain considerations will be deferred to the floodplain task force. McKeen explained to the group that all Task Forces are represented on the Rebuild Iowa Advisory Commission, and all

reports will be viewed together, and those issues that cross over many areas will be included in the work of the Commission.

The group also identified mental health as a crossover area that also affects education. The Task Force members agreed, recognizing that mental health clinics will need to be fortified, as well as putting training into place to assist educators in recognizing issues and getting those children connected with services. There may also be the need to free up Medicaid dollars to fund this need.

Berger noted that many affected areas this summer have never been affected before and had not had previous experience dealing with these issues. He noted the need to have a menu of possible options, recognizing that there is not a one-size-fits-all approach.

Many also expressed concern that there is a need to manage “hype” that schools were improperly planned and that property taxes are going to increase. The reality and fact are that neither of those items is true. They recognized that Iowa has had positive management of schools and despite that, sometimes these unfortunate things happen.

Issue Identification

Wharton and Fausett reconvened the meeting after lunch and thanked the group for their work in the first half of the day. They turned the discussion over to McKeen and Rosmann for the Issue Identification discussion.

McKeen noted that even those who are “unaffected” by the disaster are affected, as Iowans tend to pull together in times of difficulty. She also spoke about how this is certainly not the end of the conversation about the issues. She also reminded the group that they are not here to write legislation. The Task Force is here to identify priorities, gaps, and make recommendations and help the Commission to be prepared for future conversations. She noted that Executive Order 7 encourages the Task Force to identify immediate needs and gaps. She also asked the group to think in a visionary way and think about education in the future. She noted that there is a Task Force focused on long-term recovery planning issues that will be very interested in what each of the other Task Forces discusses. She explained that the group will need to come to consensus for the Task Force Report. McKeen noted that education is often thought to be K-12 focused for regular citizens. She reminded the group that this discussion has to cover issues related to Regents, community colleges, K-12, early childhood, and non-public schools.

The Task Force identified key issues for discussion:

- Unanticipated impacts on enrollment for the short and long term.
- The gap that FEMA and insurance may not pay for. Structures, mitigation, emergency repairs, and cleanup are all unmet needs from a district perspective.
- Costs associated with the time lag between hearing you are getting money and getting the money. Districts may not have the funds available to finance the time lag.
- There is a lack of adequate policy mechanisms for some entities to deal with facility issues, i.e. AEAs.
- Districts may not understand resources available and how to access those resources.
- How we can take the immediate crisis, and turn it into recognition of opportunities. Part of this is how to make wise decisions immediately that will also be the “right” decisions for the longer terms when we don’t have the information to make long term decisions.
- Educational entities at all levels need to understand the entire process, including and outside of FEMA relief.
- Identifying barriers to students being served this fall at all levels of the systems.

- There are a number of school districts that have not yet contacted FEMA, and we have displaced kids. We need to get something done, like getting temporary structures set up.
- In the Iowa City School District, they have a lot of minority, non-English speaking students, and when we think about what those kids need, we can think about what their parents need as well.
- Creating a link between students and their parents in the workforce will provide a great impact on the state.
- Need to know whether sharing of assets between schools, city, and county governments is possible, e.g. computers.
- Create flexibility in restrictions on funds during times of emergency. Sharing assets and funds between different purpose specifications in school finance in an emergency.
- The data that is necessary to make decisions for policy is different what this part of government normally does. The right data and quality data are needed.
- For an immediate need, transportation for students and how to handle bus routes in the districts where transportation fleets were damaged or lost.
- A short and long term priority needs to be the mental health needs for students and their families.
- Hazard mitigation and continuity of operations planning is needed.
- Need resources for hazard mitigation planning that links community and schools.
- Need more accurate information on hazard risks and vulnerability.
- Need for outreach to inform the public about Iowa's schools.
- Impact of disasters on the new early childhood/Pre-K initiative. Maintain early childhood capacity, even for additional displaced children.
- Provide capacity and support for all displaced students and their families.
- Challenge of providing continuity of education for displaced students. Schools receiving students also need support to handle incoming students.
- Public library services are an educational source for the public and are affected in several cities.
- Special considerations exist for international students at all level, often around culture, health, housing.
- There is a lack of structural guidelines for infrastructure, i.e., standards. These may include FEMA guidelines, sustainable buildings (green), building codes, and zoning ordinances.
- There is a need for resources to manage buildings and space during a transitional times.
- There is a lack of skilled contractors and labor to meet the demand for repairs and services.
- Grants and scholarships are needed for higher education and adult learners.
- Consider cascading impacts of the disasters in adult learners, e.g., employment, housing, family impacts, health, mental health
- There is a need to understand flood insurance, federal flood insurance, and coverage for a particular district.
- How best to address the needs of transient workers and their families (including those in the state to help with disaster recovery). Current housing may be in higher education living quarters.
- Managing public expectations for recovery and school year.
- Communication between schools and students and families.
- Continuity of educational staff during emergencies.
 - Define essential and non-essential staff.
- How to identify and access volunteers and resources for emergencies.
- Bidding and procurement laws and rules for reconstruction are barriers to effective recovery.

- Need to include all schools in Iowa Mutual Aid Compact (IMAC)

McKeen highlighted the need for the Task Force to consider priorities and solutions that work for large and small communities, recognizing the importance of flexibility. She added that it will also be important to recognize parts of the state that are not currently declared disaster areas, but may have needs in the future.

The group noted that it is important to think ahead about hazard mitigation. We were not nearly as prepared as we thought we were, and part of that comes from not having information to make accurate decisions about risk and prepare accordingly. It was discussed that Emergency Managers are constantly planning and making decisions. It is extremely important to work on continuity of operations for the schools as critical infrastructure. It is also extremely important to integrate school planning with city and county planning. It was noted that some of the larger districts have resources to do some of that planning either at low or no cost.

It was discussed that a lot of the schools that do have emergency management plans need to update them and also look beyond the moment of the emergency and talk about where the students would go if there was a serious problem with the school building. It is also important to fill in the void for services such as early childhood care and library services, and think critically about where the services could be acquired at least briefly.

The group also talked about the importance of the capacity of the receiving organization, such as students with specific needs that the new school district is not prepared for. Sayre commented about international students and the special considerations that need to be made for those and other special populations.

It was recognized that transportation is already a hot-button issue regarding displaced students, and this will be continuing to be a sensitive issue for school boards to deal with.

The importance of building standards for schools was mentioned, and that if standards are not in place, FEMA will only pay for the quantity and quality of the current building. This also applies to standards in green energy. Many commented on the importance of efficiency standards for schools. Berger noted that this is not a new conversation about standards, but there needs to be a discussion about retrofitting.

The group concluded, with input from FEMA representatives, that implementing standards in future building does not mean that all older schools would have to be retro-fitted. When you assess damage, those standards do seriously affect the repair or replace decision. When national contractors do work, most of these standards are automatically included. It will be important to bundle financing opportunities. Task Force members talked about schools and building standards that are already in place.

It was asserted that there is going to be a need to have funding available for those who will be filling the gap for early childhood services.

It was discussed that depending on how the School Budget Finance Review goes, school psychologists and social workers would be the ones being laid off, and they will be in extremely high demand post-disaster.

Fausett reminded the group that the reason for the Task Force is not about figuring out how to get the most funding from FEMA, it is about figuring out how the state can meet needs and brought up the importance of the availability of skilled labor for rebuilding.

Many talked about how returning our schools to pre-flood conditions is not good enough; that means that they will just flood again.

Many recognized the need to remember adult learners that are working and going to school. They are now displaced from their homes, and as their housing and employment needs come first, it will be important to deal with the splintering of these people and how it will affect their education.

It was added that there may a gross misinterpretation of what the national flood insurance program does. It does not cover any finishing materials or anything below the ground level. Better education about this type of insurance is necessary for smart decisions down the road. The group was asked to consider on-campus housing needs. When students come into a housing program, one of the things that almost always needs to be done is that they need to get renters insurance.

It was asserted that the need to make sure that a main focus of education in Iowa be in response to the continuity of learning for each student, and that those students stay on track.

Ingram commented that student records will be an important consideration, as well as the educational impacts of having new workers in the state for rebuilding efforts.

Many noted that mental health is important to students, workers, and parents and recognized the need to mandate relationships for schools and communities to work together.

The group noted that temporary workers and FEMA workers need alternative housing.

Berger commented that Iowa is experiencing pockets of impact, that this is not a Katrina-level event. To make a statewide policy change would be unnecessary. Every student will have access to school, maybe not the school that they want to be at, but they will have access to education. We have some displaced students, and they are still in the district, but just not at the same site. We will work this out between districts.

It was added that managing public expectations is important, and it is important to maintain the confidence level in schools all over the state. Had this happened in April, it would be a very different discussion. It would be nice to have a plan on file about how students will be placed and moved.

It was asserted that it is extremely important that schools work closely with their local emergency manager to make sure that someone is keeping track of all resources. The group discussed the importance of personnel policies to be examined for changes was in staffing based on changing needs and building availability.

The group discussed local neighborhoods and how large of a role the school plays in the feel of community and neighborhoods in the state.

Many noted the big question mark about how there needs to be more information shared about early childhood and financial impact on higher education.

It was added that constructing and repairing buildings both take time. It will be important to get schools rebuilt as quickly as possible and changing procurement procedures. For immediate need to consider, it needs to be a matter of transportation, waivers to move assets. Do 28E

agreements need to be made even more flexible, in terms of overall flexibility, the ability to move funds and assets around for ultimate flexibility?

The group discussed the Iowa Mutual Aid Compact, in which is a sharing of statewide resources for emergencies. School boards are eligible to be a part of that. This may be something you pay for, but it allows one to choose between 700 entities and their abilities to provide a specific type of service or support needed.

Gaps Identification and Prioritization

McKeen asked the group to identify Immediate, Mid-term (six months to two years), and Long-term (more than two years) Needs.

Many noted that for those directly impacted by the flood, everything is resources and programmatic. It was recognized that there are some issues are very much long-term needs. Berger asked the group to consider how many of those needs are accurately real needs. He expressed concerns about how some of the issues raised will affect those in the public and their understanding of the process.

Issue:

Enrollment Issues Related to Disasters for Pre-K and higher education are immediate needs; for K-12 they are longer term. It was suggested that more information is needed, especially for the Pre-K and higher education aspects.

Immediate needs include addressing the issues of bridge funding and helping districts cover their expenses until funding is received by the district. It was suggested that needs fall into three categories: needs assessments, how to access resources, and student needs. It was noted that the most important item is getting students in school.

The group also noted the importance of recognizing that FEMA is the funder of last resort, and many are currently investigating insurance and other modes of aid. It was added that the biggest issue that the Governor and Legislature needs to focus upon is passing legislation to start the process of planning brick and mortar. The group examined the current way that construction is handled in Iowa by a process of design, bid, build.

The group discussed the necessity of a marketing and communications plan, discussing how important it is to let all unaffected and affected areas to know about local issues.

It was noted that the need to find creative ways to fund the mental health services necessary for assessment and identification of those that are in need in the schools. Morrissey reminded the group about the mental health services available after the 1993 floods. The importance of the need for wraparound services to assist students in being able to continue their education was mentioned, which often includes providing wraparound services to address cascading impacts.

Wharton noted the need to remember the hazard mitigation planning, and the need to consider making mitigation planning mandatory. She also encouraged the group to consider study of the 500 and 100 year floodplains. There needs to be some general guidelines for districts, and maybe at the least, a strong encouragement. The group noted the need to access resources to create a mitigation plan for schools.

Morrissey related a story about statewide mitigation planning where agencies were supposed to have an alternate site, and as it turned out, they had all chosen the same alternate site. There needs to be communications and sharing of information when developing these plans.

It was mentioned that the legislature may have to make some adjustments to law or create a funding stream to deal with extra expenses to deal with items with increased costs. The group discussed the need for a variety of waivers to handle changes that will be necessary.

Many discussed the importance of local control to Iowa schools and that the implementation of standards that might put additional control in the hands of state government, and that may not sit well with others. McKeen asked the group to consider studying this issue further.

The group recognized a need to work on internet accessibility and the opportunity to streamline resources. McKeen noted that the ultimate responsibility for technology infrastructure falls to the Infrastructure and Transportation Task Force, however, this can certainly be a part of the library recommendation.

For transportation, the group examined the need to strongly encourage Iowa school districts not to place their bus barns in floodplains and have a plan in place for moving those buses out of harm's way during threats.

McKeen asked the group to consider how to address immediate and long-term needs without setting up barriers for long-term plans. Fausett asserted that a recognition of these needs when making decisions would cover that issue. Jensen suggested having a state team that understands those issues. Morrissey suggested expertise at the state education agency. Spivey suggested that this should be a Department of Education-level system.

Recommendations

- State Department of Education outreach to affected districts to ensure they have contacted and registered with FEMA.
- Identify for FEMA the educational facilities that will not reopen by August.
- Immediately identify and ensure enrollment issues are addressed for this fall.
- Seek funding to relieve districts of the costs of recovery until other funds arrive and to fill gaps in funding.
- Explore new opportunities for other means of doing business for the future.
- Upon declaration of disaster, alternative project procurement and construction are allowed.
- Expand proactive communication, public awareness, and education.
- Ensure public libraries have adequate capacity to maintain public access to the internet which may be their link to support services and recovery programs.
- Provide mental health services for children and families to ensure physical and emotional well-being
- Address mental health and cascading impacts for adult learners.
- Ensure Pre-K services are available in all impacted areas.
- Seek further information on preschool service capacity and availability and access statewide.
- Ensure resources are made available to address funding gaps for preschool services as planned.
- Ensure higher education services are available in all impacted areas.
- Seek further information on higher education service capacity and availability and access statewide.
- Ensure resources are made available to address funding gaps for higher education services.

- Strongly encourage each school districts, pre-K, and higher education organization/institution to develop a coordinated hazard mitigation plan. Include membership in the Iowa Mutual Aid Compact as a best practice.
- Address transportation needs through waivers and other accommodations (may look at waivers for the answer to a variety of accommodations necessary for effective school operations.) Also, strongly encourage the Department of Education to have a list of transportation service centers, expect those located in a floodplain to relocate, and all districts have a plan to will mitigate hazards and risks.
- Establish a subgroup to study the advisability of implementing statewide structural guidelines for educational facilities.
- Identify and educate school districts and community resources about availability of local, state, and federal resources.
- Identify and implement waivers for use of restricted funds.
- Conduct statewide assessment of property tax revenue implications of disasters.
- Create a Department of Education-level team to be “on the ground” to address issues holistically with an education focus.

Bev Wharton and Jim Fausett thanked the group for their time and important comments. This discussion is not final; a report will be put together in draft form. The Chairs would like to set up a telephone conference to continue the discussion for those who would like to participate in some additional dialogue. The meeting was adjourned at 3:00 pm.